



Montana Office of Public Instruction
Linda McCulloch, Superintendent
In-state toll free 1-888-231-9393
www.opi.mt.gov/IndianEd

Model Lesson Plan

Social Studies Grade 5

Topic 7 - Effects of Fur Trapping on Tribes

Stage 1 Desired Results

Established Goals:

- Students can explain why laws and policies were needed to solve problems that arose when fur trappers and their companies entered traditional tribal territories and hunting grounds. [GLE 5.2.7]

Understandings:

- Indian Nations in what became Montana Territory had large land bases and traditional hunting grounds, prior to exploration by the British and Americans. [EU 4]
- While the area of present-day Montana was claimed by France, which sold the area to the U.S. in 1803, Indian Nations were the first people there. [EU 4]
- The Lewis and Clark Expedition explored the area, and made maps later used by fur trappers, traders, and settlers.
- Tribal life was disrupted by trappers and traders. [EU 4]
- Missionaries brought another way of life, disrupting traditional ways of living, even as they brought implements and mills.

Essential Questions:

- Timelines can provide perspective. Examine the timeline to find:
 - From whose point of view is a particular timeline event given?
 - Why does perspective and point of view matter when you are examining a timeline?
 - How and where can we use comparative timelines?
 - When should comparative timelines be constructed? For what purposes?
 - What were some of the results (for MT tribes) of white exploration, fur trapping, and trading?

Students will be able to...

- Compare perspectives of the same timeline event, specifying whose perspective is given.
- Follow dual timelines to see what is occurring in different cultures in the same time period.
- Make sense of what is happening to tribal culture as the result of American and British exploration, fur trapping, and trade.

Students will know...

- How to compare timeline events to discover cultural views of an event.
- Questions to ask when only one perspective seems to be given on a timeline.
- What happened to MT tribes in the 1700-1800's as explorers and trappers and traders entered the area.
- Why laws and policies were needed to solve problems that occurred.

Stage 2 Assessment Evidence

Performance Tasks:

- Follow the timeline during class discussion.
- Use the timeline and maps to identify which tribes claimed what areas of Montana prior to 1855.
- Label a blank Montana map, showing which tribes claimed what area of Montana prior to 1855.



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Stage 3 Learning Plan

Learning Activities: What learning experiences and instruction will enable students to achieve the desired results:

How will the design...

W= help students know where the unit is going and what is expected?

H= hook all students and hold their interest?

E= Equip students, help them experience the key ideas and explore the issues?

1. Run copies of the timeline for each student, prior to introducing the lesson. Ensure that students place these timelines in their notebooks. Students will need the timeline for your overview. You may desire that they underline certain events as these are discussed.
2. Students are going to be reading and examining events on a dual timeline; this timeline shows events that occurred in the area later named "Montana". One side of the timeline (Left) portrays events important to many tribes; the Right side of the timeline portrays events commonly found in history texts.
3. Introduce the Goals, Essential Understandings, and Essential Questions, and read the left side of the timeline with students. At each event, ask students what was going on in the U.S.? Was it a country yet? Had it been explored? (You may wish to add in events you see in your history text)
4. This class will take more than one class period, and requires the teacher's careful direction and a student-centered discussion as events are noted.

R= Provide opportunities to rethink and revise their understandings and work?

E= Allow students to evaluate their work and its implications?

5. Introduce maps of Montana which show Indian lands prior to 1855 (for example, see pp. 18-19 from Merrill-Maker's book, *Montana People and Their Stories*.) Or, you may wish to use maps created by the [Regional Learning Project](#)
6. Discuss the timelines and the maps, letting students make observations, and putting those observations on the board or on large pieces of paper, visible to all.

T= Be tailored (personalized) to the different needs, interests, and abilities of learners?

7. Students who are not able to complete all of the assignment (for example, a student with an IEP) may participate with the larger group based on their different needs and abilities.

O= Be organized to maximize initial and sustained engagement as well as effective learning?

8. This particular lesson may take 2-4 days (50-minute periods), depending on students' backgrounds. Discussion and frequent active rethinking should keep student engagement and learning high.



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Materials/Resources Needed:

1. Provide the background information and timeline to students, and discuss these. This will take one class period or more. Timeline information was adapted from *Connecting Cultures & Classrooms* by Sandra Fox (2006), and *Montana People and Their Stories* by Andrea Merrill-Maker (2004).
2. Utilize maps of Montana which show tribal lands prior to (preferably) 1855. Consult with your library media specialist, and/or use resources at the Montana Office of Public Instruction Website.
3. Each student will need a blank Montana map. Work should be completed in pencil.



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EFFECTS OF FUR TRADE ON MONTANA TRIBES

Name _____

At the end of this lesson, I can

- Explain why laws and policies were needed to solve problems that arose when fur trappers and their companies entered traditional tribal territories and hunting grounds.
- Explain which Indian Nations in Montana Territory had large land bases and traditional hunting grounds.
- Explain how and why tribal life was disrupted by trappers and traders.
- Explain some reasons why treaties were not kept.
- Compare perspectives of the same timeline event, specifying whose perspective is given.
- Follow dual timelines to see what is occurring in different cultures in the same time frame.

WORDS TO LEARN

Paleo Indians

Pishkuns

Encomienda

Confluence of the Yellowstone and Missouri Rivers

Rendezvous

Smallpox

MY NOTES



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UNDERSTANDING TWO PERSPECTIVES

	TRIBAL TIMELINE	U.S. AND MONTANA TIMELINE
15,000 Yrs. Ago	Ice-age floods spread from Glacial Lake Missoula.	
12,000 Yrs. Ago	Paleo Indians first populate Montana.	
11,000 Yrs. Ago	Spear point mining and mammoth hunting occur among Paleo Indians.	
2,000 Yrs. Ago	Hunting groups use pishkuns to kill buffalo. [50 known bison kill sites have been identified in Montana]	
1500 Yrs ago.	Indians use bow and arrow, and atlatls in their hunting.	
1492	5 million Indian people lived in North America (some estimate perhaps as 40 million in the entire Western hemisphere),	Columbus made 1 st voyage to Americas. Does not set foot on continent.
1500's		"Encomienda" established on Hispaniola; groups of Indians assigned to individual Spaniards—perform work in exchange for wages and being Christian.
1600s-1700s	Other present-day tribes establish their territories in Montana: Salish there by about 1400. Southwestern tribes use horses.	Colonization occurring in what later became the New England states and Virginia. The French and Spanish also claimed lands in northeastern and western America. 1607—Jamestown settled under John Smith.
1700	Plains and plateau Indians acquire the horse. Tribes with horses and guns were powerful, and could take more territory, and kill more buffalo.	Hudson's Bay Company, a British company with its own army and power to declare war had control of what became western Canada.
1720	Plains tribes acquire the gun.	
1781		U.S. Articles of Confederation includes ideas that the government should regulate Indian affairs and trade.



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1787		Northwest Ordinance includes Indian rights, establishment of reservations and sanctity of tribal lands. U.S. Constitution contains power to regulate commerce with foreign nations, states, Indian tribes.
1800	Many major tribal groups are present in Montana area: For example, Salish, Kootenai, Pend d'Oreille, Shoshone, Bloods, Northern Blackfeet, Piegan, Gros Ventre, Crow, Northern Cheyenne, Assiniboine, Sioux, Nez Perce, Bannock.	
1803		United States purchases Louisiana Territory from France. Adds large number of Indians to U.S.
1805-1806	Lewis has unfortunate encounter with Blackfeet at Two Medicine Creek; kills 2 Blackfeet.	Lewis and Clark "Corps of Discovery" explores Louisiana Purchase for U.S.
1805—1806	By time of Lewis & Clark Expedition, all tribes east of the Continental Divide, especially the Blackfeet, were great horsemen. Tribes west of the Divide had horses but did not depend on them as much.	
1807		Manuel Lisa builds first fur trapping post at junction of Bighorn and Yellowstone Rivers; traded with Crow Tribe.
1807-10	David Thompson established friendly relations with Salish, Kootenai, Pend d'Oreille and Nez Perce.	David Thompson maps western Montana for the Norwest Company. His lieutenant, Finan McDonald, builds Salish House at today's Thompson Falls, and a log warehouse at today's Libby.
1810	Blackfeet regard new trading fort at Three Forks as an intrusion into Blackfeet hunting territory, and attack.	Expedition builds trading fort near Three Forks of Missouri; Blackfeet attacks kill 8, and the fort was under siege until abandoned.
1812		War of 1812 pits U.S. against Great Britain, and fur trade with Europe was disrupted.



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	TRIBAL TIMELINE	U.S. AND MONTANA TIMELINE
1812-1821		What became Montana east of the Continental Divide was a part of Missouri Territory.
1821-53		What became Montana east of the Continental Divide became known as “Indian Country”.
1819	Fur trappers continue to encroach on traditional tribal lands and hunting grounds.	Lisa’s Missouri Fur Company sends 300 trappers to Three Forks of Missouri to trap and trade.
1820’s	Ignace La Mouse, a Christianized Iroquois, preached Catholic faith to Salish in Bitterroot valley.	“Old Ignace” La Mouse, Indian fur trader sent by Hudson’s Bay Company to get western Montana tribes to trap more beaver.
1823	Blackfeet follow Missouri Fur Company trappers, attack near what is now Billings, and kill 7 trappers, taking all the furs.	Trappers venture into Three Forks area, attempt to establish friendly relationships with a Blackfeet band.
1825	Fur trappers continue to pour into traditional hunting lands.	Rocky Mountain Fur Company, having a similar experience, established an annual trading fair—a “rendezvous” south of what became Montana.
1828	Fur trappers continue to pour into the traditional lands of the Blackfeet and other tribes.	Fort Union was built as major fur fort by the American Fur Company. Sited at the <i>confluence</i> of the Yellowstone and Missouri Rivers.
1830’s	Old Ignace and Salish, Nez Perce travel to St. Louis to secure a “Blackrobe” priest.	Bishop of St. Louis promises to send a priest.
1832	Kenneth McKenzie’s trading fort built in Blackfeet country, near mouth of Marias River.	Bureau of Indian Affairs organized in the U.S. War Department. First steamboat, “Yellowstone” arrives at Fort Union. Kenneth McKenzie built fort near Marias River mouth to trade furs.
1834		Trade and Intercourse Act redefines Indian territory; gives Army the right to quarantine Indians.
1836	Small pox epidemic kills thousands of people in tribes along the Missouri River. For example, 80% of the Sioux, Blackfeet and Assiniboine died.	Smallpox epidemic brought by contact of Indians with trappers and traders.
1841	Salish introduced to potatoes, vegetable crops, cattle by Father DeSmet.	Father DeSmet builds St. Mary’s Mission , near present-day Stevensville.
1841-46	No treaties have been signed with Great Britain or the U.S. (MT tribes).	What became western Montana was included in Oregon Country, shared with Great Britain until 1846.



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1845	Another smallpox epidemic kills many Indians.	Contact with trappers and traders also brings cholera, measles, chicken pox, for which tribes have no immunity.
1848-53		Montana west of Continental Divide became part of Oregon Territory.
1850		John Owen starts trading post at St. Mary's Mission. Fort Benton established as a fur fort.
1851	10,000 meet—include Sioux, Cheyenne, Arapahoe, Crow, Assiniboiné, Shoshone, for example. Treaty divided Great Plains into “tribal homelands”.	Fort Laramie Treaty ; some tribes with U.S. government, which promises in a treaty to protect tribal hunting lands and give “annuities” in return for peace among tribes, permission to build roads and forts on Indian lands. Treaty enforced only for 15 years by U.S. before broken. Annuities to be given were such goods as livestock, food, blankets, tobacco, delivered each year.
1852	Salish escape smallpox epidemic which strikes other tribes.	Father Anthony Ravalli at St. Mary's vaccinates Salish against small pox, brings millstones for flour mill, makes saw mill.
1853		Isaac Stevens surveyed for railroad route through Montana land. First beef herd in Deer Lodge Valley.
1853-1863	No treaties had been signed.	Montana west of Continental Divide became part of Washington Territory.
1854-1861		Montana land east of the Continental Divide became part of Nebraska Territory.
1854	Salish, Kootenai, Pend d'Oreille tribes receptive to St. Ignatius Mission.	Jesuit missionaries established St. Ignatius Mission south of Flathead Lake.
1855	Kootenai, Pend d'Oreille sign treaty to move north to Flathead Lake area. Salish wanted to stay in Bitterroot Valley—they signed conditionally, wanting U.S. govt. to survey both areas to see which area would be better for their tribe.	Stevens Treaty, called Hellgate Treaty of 1855. Was not ratified by Congress until 1860. Land was never surveyed, so Salish lived in Bitterroot Valley without government help.



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1855	Blackfeet Treaty, near mouth of Judith River in central Montana. Blackfeet reserved large territory of all of north central Montana; agreed to share common hunting ground with Salish, Nez Perce.	In exchange for goods, U.S. government allowed to build roads and forts in territory given up by Blackfeet.
1857	Another devastating smallpox epidemic.	Sheep ranching begins in Bitterroot Valley.
1860		First steamboat reaches Fort Benton.
1861-1863		All Montana land east of the Continental Divide became part of the Dakota Territory.
1863-64		All Montana land west of the Continental Divide was part of Idaho Territory.
1864		Montana Territory created by President Lincoln; capital was at Bannack. May 26, 1864.
1865		9 Territorial Counties established for Montana.

Timeline information adapted from:

Fox, Sandra J. Ed.D. *Connecting Cultures and Classrooms: Indian Education K-12 Curriculum Guide: Language Arts, Science, Social Studies*. Helena, MT: Montana Office of Public Instruction and National Indian School Board Association, Polson, MT, Spring 2006. www.opi.mt.gov/pdf/indianed/ConnectingCultures.pdf

Merrill-Maker, Andrea. *Montana: People and Their Stories*. Grace Dangberg Foundation, 2004. ISBN – 10-0913205281

Mann, Charles C. *1491: New Revelations of the America's Before Columbus*. Vintage, 2005. ISBN -10: 1-4000-3205-9